

## COVER SHEET Program Report

Institution \_\_\_\_\_

Date submitted \_\_\_\_\_ Date of Last Site Visit \_\_\_\_\_

Name of Preparer \_\_\_\_\_

Phone # \_\_\_\_\_ Email \_\_\_\_\_

Program documented in this report:

Name of institution's program \_\_\_\_\_

Credential awarded \_\_\_\_\_

Is this program offered at more than one site? Yes No

If yes, list sites at which the program is offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CTC Staff that work with Accreditation discussed the DRAFT Biannual Data Report. Suggestions from this discussion are included in *italics* for your consideration.

## GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from key assessments to answer the following questions:

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates understand teaching and learning?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning and creating environments to support learning?

### **Expectation:**

Accreditation examines the extent to which institutions are meeting state adopted standards of quality and effectiveness. It is expected that institutions are at least on an annual basis, collecting and reviewing information and data on the performance of their candidates at various points – for instance, while enrolled in teacher preparation programs, prior to recommending a candidate for a credential, and once employed in the field. It is also expected that institutions and programs are reviewing and analyzing the information collected to make improvements and adjustments to their programs.

To that end, the program report form includes the following sections:

**I. Contextual Information** – General information to help reviewers understand the program and the context under which it operates. Requires certain information be reported for all institutions, additional information provided by institution or program is optional.

**II. Candidate Assessment/Performance Information** -Program to submit information on how it collects candidate performance assessments and aggregated data related to these performance assessments.

**III. Candidate Assessment/Performance Information Findings** – Each program must provide an analysis of the information provided in Section II. Analysis should include identified areas of strengths and deficiencies of its teacher candidates as demonstrated by performance on assessments.

**IV. Use of Assessment Results to Improve Candidate and Program Performance** – Programs must indicate how faculty is using the data from assessments to improve candidate performance and the program. If modifications are being made to the program, as the modification is described, please indicate the appropriate Standard(s).

**V. Institution Summary** – Institutions must indicate trends that are seen across the unit or groups of programs. Areas of strength or concern should be identified as well. Identification of next steps are encouraged. **Submit one per institution.**

## SECTION I—Context

**Please provide information that describes the program and the context under which it operates. Please be sure to include the following information on students and faculty**

1. Chart with the number of candidates and completers.  
Including part time and full time candidates and demographic information  
*Information on how and where students satisfied subject matter*
2. Chart with information on faculty  
Including part time and full time faculty and demographic information  
*New faculty—name and brief resume*  
*Unfilled positions?*  
*Evaluation*
3. Chart with information on field supervisors  
*Training*  
*Ratio*  
*Compensation*  
*Evaluation*

## SECTION II— Candidate Assessment and Performance Information

In this section, list the assessments that are being submitted as evidence for meeting the program standards.

**How does the program collect data on candidate performance?**

	Rubrics	Training for Assessors
Teaching Performance Assessment		
<i>RICA</i>		
<i>Subject matter-K-12 content stds</i>		
Portfolios		
Observations		
Other		

**What additional information is collected and analyzed?**

	Sample Size	Response Rate
Candidate Surveys <i>Resources, master teachers, field supervisors, faculty</i>		
Graduate Surveys <i>Resources, master teachers, field supervisors, faculty</i>		
Employer Surveys		
<i>Master Teachers Surveys</i>		
<i>Faculty</i>		
Other		

## SECTION III—Candidate Assessment/Performance Information Findings

In this section, discuss the analysis of the assessments that are being submitted as evidence for meeting the program standards (response limited to 3 pages)

**What does the data demonstrate about candidate competence?**

	Domains or TPE
Teaching Performance Assessment	
<i>RICA</i>	
<i>Subject matter-K-12 content stds</i>	
Portfolios	
Observations	
Other	

	Domains or TPE
Candidate Surveys <i>Resources, master teachers, field supervisors, faculty</i>	
Graduate Surveys <i>Resources, master teachers, field supervisors, faculty</i>	
Employer Surveys	
<i>Master Teachers Surveys</i>	
<i>Faculty</i>	
Other	

**SECTION IV—Use of Assessment Results to Improve Candidate and Program Performance**

In this section, the program director will summarize the plan of action that has been developed based on the analysis of the data. In addition, please indicate the Standard(s) that are being modified by this plan. (response limited to 3 pages)

<i>Plan of Action</i>	<i>Standard(s)</i>

## **SECTION V—Institution Summary (Submit one per institution ONLY)**

In this section, the institution will identify trends across programs or specific issues within programs or clusters of programs. There may be an institution plan of action related to the Common Standards. (response limited to 4 pages)

Context  
How data was collected  
Findings  
Plan of Action